

**IMPROVING STUDENTS' MOTIVATION IN SPEAKING BY
USING ENGLISH VIDEO AT GRADE EIGHT
OF TARBIYAH PRIVATE ISLAMIC
JUNIOR HIGH SCHOOL
RANAH KAMPAR**



By

RECEIVED
PERPUSTAKAAN UIN AL - JAMI'AH
SULTAN SYARIF KASIM RIAU
NO. 2010 296 PBI
TGL. 12 NOV 2010
PARAF. [Signature]

**M NUR ALI
NIM. 10314021973**

**FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H / 2010 M**

**IMPROVING STUDENTS' MOTIVATION IN SPEAKING BY
USING ENGLISH VIDEO AT GRADE EIGHT
OF TARBIYAH PRIVATE ISLAMIC
JUNIOR HIGH SCHOOL
RANAH KAMPAR**

Thesis

Submitted to Fulfill One of the Requirements
for the Undergraduate Degree in English Educational



By

M NUR ALI

NIM. 10314021973

**DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU
PEKANBARU
1431 H / 2010 M**

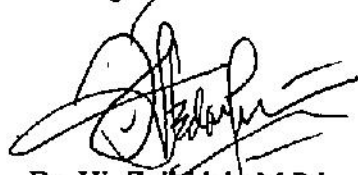
SUPERVISOR APPROVAL

The thesis entitled "*Improving Students' Motivation In Speaking By Using English Video At Grade Eight of Tarbiyah Private Islamic Junior High School Ranah Kampar*", is written by M. Nur Ali, NIM. 10314021973. It is accepted and approved to be examined in the meeting of the final examination of undergraduate committee at Faculty of Education and Teacher Training of State Islamic University of Sultan Syarif Kasim Riau.

Pekanbaru, Jumadil Akhir 15, 1431 H.
May 29, 2010 M.

Approved by

The Chairperson of the Department
Of English Education



Dr. Hj. Zulhidah, M.Pd.

Supervisor



Dr. Hj. Helmiati, M.Ag

EXAMINER APPROVAL

The thesis entitled *"Improving Students' Motivation in Speaking By Using English Video At Grade Eight of Tarbiyah Private Islamic Junior High School Ranuh Kampar"*, is written by M. Nur Ali, NIM. 10314021973. It is approved and has been examined by the final examination committee of undergraduate degree on Rajab 6, 1431 H / June 18, 2010 M, at the Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau as one of the requirements for the Undergraduate Degree (S. Pd) in English education.

Pekanbaru, Rajab 6, 1431 H

June 18, 2010 M

Examination Committee

Chairperson

Dr. Hj. Helmiati, M.Ag

Secretary

Dr. Hj. Zulhidah, M.Pd.

Examiner I

Dr. Syafarudin, M.Pd.

Examiner II

Rizki Fiprinita, M.Pd.

Dean

Faculty of Education and Teacher Training



Dr. Hj. Helmiati, M.Ag.

1031402221997032001

ACKNOWLEDGEMENT

Glory to be Allah, the God who creates human beings and teaches them languages. May peace be always on the messenger of Allah, the teacher of all people. He is the chosen prophet who has the most fluent tongue. May Allah bless him, his family, his companions and all people who follow his teachings and consistently propagate Islam.

In completing this paper, the writer has been greatly improved by comments, corrections, and motivation from some people. Therefore, the writer is grateful to a number of people who have helped him with this paper. In particular, the writer thanks to:

1. Prof. DR. H. M. Nazir as the Rector of State Islamic University Sultan Syarif Kasim Riau who has dedicated his time to increase the University development.
2. Dr. Hj. Helmiati, M.Ag as the Dean of Faculty of Education and Teacher Training of State Islamic University-Sultan Syarif Kasim Riau for her ideas, comments and the material, and also for the personal support that she has given to the writer during the development of this paper. In addition, for all her staffs who have given their contribution and services during the accomplished of this project paper.
3. Dr. Hj. Zulhidah, M. Pd as the chairperson of the Department of English Education of Faculty of Education and Teacher Training of State Islamic University Sultan Syarif Kasim Riau.

ABSTRACT

M. Nur Ali. 2010. Improving Students' Motivation in Speaking by Using English Video at Grade Eight of Tarbiyah Private Islamic Junior High School Ranah Kampar.

Students' motivation in learning English plays the important role to reach the goal of teaching. One of the English teaching goals at junior high school is to enable the learner to use English in their daily live communication. It was found that the students' motivation in speaking at class VIII B of MTS TI Ranah, Air Tiris was low, because those students were not confident speakers and they did not have anything to talk about.

The aim of this research was to improve the students' motivation in speaking by using English video as teaching media. This research was conducted by using classroom action research that mixing quantitative and qualitative approaches. There were three cycles in this research. Each cycle consisted of four stages: planning, action, observation and reflection. The researcher helped by a collaborator. The data collected by using observation checklist for teacher, observation checklist for students, and field notes.

The researcher found that the implementation of English video in the process of teaching and learning could improve students' motivation to speak in English. At the end of cycle 1, the percentage of students' motivation in speaking was 54.28% but the result was not satisfied yet. Then the researcher continued the cycle to the cycle 2. At the end of cycle 2, the students' motivation in speaking increased to 65%. Then, the researcher continued the cycle to make sure the English video could improve the students' motivation in speaking. At the end of cycle 3, the students' motivation in speaking increased to 69.28%. In conclusion, the implementation of English video in teaching English gives positive effect toward the improvement of students' motivation to speak English in the classroom.

ABSTRAK

M. Nur Ali. 2010. Upaya Meningkatkan Motivasi Siswa untuk Berbicara dengan Menggunakan Video Berbahasa Inggris pada Kelas Delapan di MTS TI Ranah, Kampar.

Motivasi siswa dalam belajar bahasa Inggris mempunyai peranan penting untuk mencapai tujuan pengajaran. Salah satu tujuan pengajaran bahasa Inggris di sekolah lanjutan tingkat pertama adalah agar siswa mampu menggunakan bahasa Inggris untuk berkomunikasi dalam kehidupan sehari-hari. Kenyataan yang ditemui pada kelas VIII B di MTS TI Ranah, Air Tiris adalah rendahnya motivasi siswa dalam berbicara, karena mereka tidak percaya diri ketika berbicara dan mereka tidak memiliki ide untuk disampaikan.

Tujuan penelitian ini adalah untuk meningkatkan motivasi siswa tersebut dalam berbicara dengan menggunakan video berbahasa Inggris sebagai media pengajaran. Penelitian ini dilaksanakan dengan menggunakan metode penelitian tindakan kelas yang merupakan gabungan pendekatan kuantitatif dan pendekatan kualitatif. Penelitian ini terdiri dari tiga siklus. Setiap siklus memiliki empat tahap, yaitu perencanaan, pelaksanaan, observasi dan refleksi. Peneliti dibantu oleh teman sejawat (*a collaborator*). Data penelitian dikumpulkan melalui pengamatan kegiatan guru, pengamatan kegiatan siswa, dan catatan lapangan.

Temuan dalam penelitian ini menunjukkan bahwa penggunaan video berbahasa Inggris dalam kegiatan belajar dan mengajar bisa meningkatkan motivasi siswa untuk berbicara menggunakan bahasa Inggris. Pada akhir siklus pertama, persentase motivasi siswa dalam berbicara adalah 54.28% tetapi hasil siklus pertama ini belum memuaskan. Kemudian peneliti melanjutkan penelitian ke siklus dua. Pada akhir siklus ke dua, persentase motivasi siswa meningkat menjadi 65%. Untuk memastikan apakah penggunaan video berbahasa Inggris bisa meningkatkan motivasi siswa dalam berbicara, peneliti melanjutkan ke siklus ketiga. Pada siklus ketiga, persentase motivasi siswa meningkat lagi menjadi 69.28%. Kesimpulannya, penerapan penggunaan video berbahasa Inggris sebagai media pengajaran memberikan pengaruh positif dalam meningkatkan motivasi siswa untuk berbicara menggunakan bahasa Inggris di kelas.

ملخص

محمد نور عالي (2010) ارتفاع انجاز التلاميذ في تكلم اللغة الإنجليزية بتنفيذ الوسائل الإنجليزية في الصف الثامنة المدرسة الثانوية بولاية كمبار.

دافع الطالب في تعلم اللغة الإنجليزية دورا هاما في تحقيق أهداف التعليم واحد من أهداف تدريس اللغة الإنجليزية في المدارس الثانوية أن الطلاب قادرون على استخدام اللغة الإنجليزية للتواصل في الحياة اليومية. حقيقة أن لوحظ في الصف الثامن بآء في النظام التجاري المتعدد الأطراف لتكنولوجيا المعلومات المجالات والمياه ولاية تيرس هو الدافع المنخفضة من الطلاب في الكلام ، لأنهم يفتقرون إلى الثقة عند التحدث وليس لديهم فكرة التي ينبغي نقلها . والغرض من هذا البحث هو الدافع لتحسين الطلاب في استخدام وسائل الإعلام السمعي البصري على التحدث باللغة الإنجليزية. وأجرى هذا البحث باستخدام الطبقة عمل طرق البحث هي مزيج من الأساليب الكمية والنوعية. وأجرى هذا البحث مع دورات الثلاث الماضية. كل دورة من أربع مراحل ، وهي التخطيط والتنفيذ والمراقبة والتأمل. وساعد باحثون من الزميل (متعاون). (وقد تم جمع البيانات عن طريق المراقبة المعلم للأنشطة ، والمراقبة من الأنشطة الطلابية ، وتلاحظ الميدانية، والمقابلات .

وأظهرت النتائج في البحث أن استخدام وسائل الاعلام السمعية البصرية في التعليم والتعلم أنشطة يمكن أن تعزز الدافع لدى الطلاب على التحدث باللغة الإنجليزية. في الدورة الأولى ، فإن النسبة المئوية للدوافع الطلاب في الحديث هو 54.28 ٪ ، إلا أن نتائج الدورة الأولى ليست مرضية حتى الآن. ثم قام الباحثون على مواصلة البحث في دورتين. في نهاية الدورة الثانية ، فإن النسبة المئوية للدوافع الطلاب ارتفع إلى 65 ٪. للتأكد مما إذا كان استخدام وسائل الاعلام السمعية البصرية يمكن أن تعزز الدافع الطالب في التحدث والباحثين الاستمرار في الدورة الثالثة. في الدورة الثالثة ، وزيادة النسبة المئوية للدوافع الطلاب إلى 69.28 ٪. في الختام ، وتطبيق استخدام اللغة الإنجليزية وسائل الإعلام السمعي البصري توفير تأثير إيجابي في زيادة تحفيز الطلاب على استخدام اللغة الانجليزية تتحدث في الصف.

LIST OF CONTENTS

SUPERVISOR APPROVAL

EXAMINER APPROVAL

ACKNOWLEDGMENT.....	i
ABSTRACT.....	iii
LIST OF CONTENTS.....	vi
LIST OF TABLES.....	vii
LIST OF FIGURES.....	ix
LIST OF APPENDIXES.....	x

CHAPTER I : INTRODUCTION

A. The Background.....	1
B. Definition of the Terms.....	4
C. The Problem.....	5
1. The Identification of the Problem.....	5
2. The Limitation of the Problem.....	6
3. The Formulation of the Problem.....	6
D. The Objective and Significance of the Research.....	6
1. The Objective.....	6
2. The Significance of the Research.....	6

CHAPTER II: THE REVIEW OF RELATED LITERATURE

A. Theoretical Frameworks.....	8
1. Motivation.....	8

2. Audiovisual Media (Video).....	10
B. Relevant Research.....	14
C. Hypothesis.....	15
D. Indicators of Success.....	15
CHAPTER III: THE RESEARCH METHODOLOGY	
A. The Subject and Object of the Research.....	18
B. The Location of the Research.....	19
C. The Research Design.....	19
D. Kind and Technique of Collecting the Data.....	19
E. Observation and Reflection.....	21
F. Techniques of the Data Analysis.....	25
CHAPTER IV: FINDINGS AND DISCUSSIONS	
A. Description of the Research Setting.....	26
B. Findings.....	28
1. The First Cycle.....	28
2. The Second Cycle.....	35
3. The Third Cycle.....	41
B. Discussions.....	47
CHAPTER V: CONCLUSION AND SUGGESTION	
A. Conclusion.....	49
B. Suggestion.....	50
BIBLIOGRAPHY	
APPENDIXES	

LIST OF TABLE

Table III.1	The Population of the Grade VIII at MTs TI Ranah, Air Tiris in Academic Year 2009/2010.....	16
Table III.2	The Subject of the Research.....	16
Table III.3	Observation checklist I: Activities of the Teacher and the Students	18
Table III.4	Observation checklist II: Students Activities during the Lesson	19
Table IV.1	The Students' Condition.....	23
Table IV.2	The Teachers' Description at MTS TI Ranah.....	24
Table IV.3	Observation checklist I: The Teacher Activities in Cycle 1.....	28
Table IV.4	Observation checklist II: Students Activities during Cycle 1.....	29
Table IV.5	The Improvement of Students' Motivation in Speaking Based on the Observation.....	31
Table IV.6	Observation checklist I: The Teacher Activities in Cycle 2.....	34
Table IV.7	Observation checklist II: Students Activities during Cycle 2	35
Table IV.8	The Improvement of Students' Motivation in Speaking Based on the Observation.....	36
Table IV.9	Observation checklist I: The Teacher Activities in Cycle 3.....	40
Table IV.10	Observation checklist II: Students Activities during Cycle 3.....	41
Table IV.11	The Improvement of Students' Motivation in Speaking Based on the Observation.....	42
Table IV.12	The Improvement of Students' Motivation in Speaking from the First Cycle to the Third Cycle.....	44

LIST OF FIGURES

Figure III.1	The action research spiral.....	22
--------------	---------------------------------	----

LIST OF APPENDIXES

Appendix 1	Rencana Pelaksanaan Pembelajaran Cycle 1
Appendix 2	Observation Checklist on the Use of English Video
Appendix 3	Student's Observation Checklist on Their Activities before Using English Video as Teaching Media
Appendix 4	Student's Observation Checklist on Their Activities during Cycle 1
Appendix 5	Field Notes Cycle 1
Appendix 6	Rencana Pelaksanaan Pembelajaran Cycle 2
Appendix 7	Observation Checklist on the Use of English Video
Appendix 8	Student's Observation Checklist on Their Activities
Appendix 9	Field Notes Cycle 2
Appendix 10	Rencana Pelaksanaan Pembelajaran Cycle 3
Appendix 11	Observation Checklist on the Use of English Video
Appendix 12	Student's Observation Checklist on Their Activities during Cycle 3
Appendix 13	Field Notes Cycle 3
Appendix 14	Syllabus Semester 1



CHAPTER I

INTRODUCTION

A. The Background

In Indonesia, the students of Junior High School have learned English since the first year. We know that, English is only as a foreign language, not as a second language. The distinction between second language and foreign language is based on social function of the language in the country where it is used. A second language is often not only as a subject but a medium of instruction also. It is not used for communication within the country. A foreign language is not used as a medium of instruction but only taught as a subject in school. Our government has eventually decided to extend. The teaching of English at the Elementary School, Informal Education such as Junior High School is taught as a compulsory subject. The goals of teaching English in these schools are to enable the learners to use it in communication.

Speaking is an important skill because, in speaking, someone can express his or her idea or give information to others. According to Nunan (1991:51), learning to speak in a second or foreign language will be facilitated when learners are actively engaged in attempting to communicate. As far as writer sees that in Private Islamic Junior High School, the students are not able to speak English well. There still have many factors that influence them optimally to practice it, for example: shame, afraid in making mistakes in speaking, and especially lack of motivation.

Motivation can make a class active. Harmer (1992:3) says that there are two types of motivation, they are:

1. Intrinsic motivation, which is concerned with what takes place inside the classroom. Intrinsic motivations include physical condition, method, the teacher and success.
2. Extrinsic motivation, which is concerned with factors outside the classroom. Extrinsic motivation includes:
 - a. Integrative motivation is employed when learners wish to integrate themselves within the culture of the second language group to the identify themselves with and become a part of that society.
 - b. Instrumental motivation refers to motivation to acquire a language means for attaining instrumental goals: furthering a career, reading technical material, translation, and so forth.

Motivation comes from inside individual to do something with particular goals, Soegono (2002:232). Brown (1980:115) states that motivation has a very important role in learning English, Furthermore, Chomsky (as quoted by Nurmalela, 2001:1) also states that by having motivation, normal children can learn any languages which they have adequate exposures. He adds that learning a foreign language is easy for children as early as possible.

Watching film can also help students in improving their speaking, especially; they watch film in English speaking. Solahudin, (2008:61) state that learning speaking by directly listening of native speakers from a film can help students speak correctly. This theory explains us that watching a film or an video can improve students' speaking because not only see the film but also using

someone's analysis of words said by the speakers of some actors in the film. Listening words can help students understand how to pronounce word by word well.

Besides, Movie as a kind of entertainment is still gaining a greater popularity among students nowadays. Hence, by combining English learning with the appreciation of classical western movies effectively, students' interest in English will be greatly stimulated. Furthermore, it offers students more opportunities to learn foreign culture and improve their listening and speaking skills.

The students who are at grade eight of Tarbiyah Private Islamic junior high school were not active in practicing English whenever and wherever they were, and they always kept silent if they were at the place in which two or more people communicate in English.

Then, those students were still ashamed to ask teacher in class: whether he understood or not about the topic being taught. One day, the writer has information from one of the students. They did not want to ask the topic when they were learning English because they did not know what they wanted to ask and how they used English in asking the specific problems. On the other hand, they were laughed by other pupils. The writer thinks that to speak English with other people is one way to improve English, but in fact, writer's students are still far from being active in practicing their English, especially during teaching and learning process.

Based on the fact above, the writer is interested in conducting a classroom action research entitled "Improving Students' Motivation in Speaking by Using

English video at Grade Eight of Tarbiyah Private Islamic Junior High School Ranah Kampar.” In this case, the writer wants to choose this title because video can improve student’s motivation in speaking. According Yuyao (2008), there are many advantages of using video, they are: stimulate students’ motivation; promoting students’ listening and speaking skills; and acquainting students with the culture of English-speaking countries.

B. Definition of the Terms

To avoid misunderstanding in reading this research report, the writer felt, it is necessary to define some specific term:

1. Improve

Improve is to become better than before; to make somebody better than before, (Hornby, 2003:682). In this case, improve means how to make students’ motivation in speaking become better than before.

2. Motivation

Motivation means the factors that determine a person’s desire to do something, (Longman, 1992:238). According to Harmer, (in Ernawati. 2002:51), motivation is kinds of internal drive, which pushes someone to do thing in order to achieve something.

3. Speaking

Speaking is utterance or reproduction words by using conversation (Hornby, 2003:34). Hamlyn (in Irfayni, 2004:5), mentions that speaking is to utter words or articulate sound with the ordinary (talking) voice or the act, utterances or discourse of one who speaks.

4. English Video

According to Hamalik (in Asnawir, 2002:101), Video is an electronic motion picture with conjoined and attended sound; both picture and sound reach the eye and ear in simultaneously from a remote broadcast point.

In addition, Smaldino et al (2009:6-7) states that media refers to anything that carries information between a source and a receiver, based on the explanation above the researcher concludes that video as aids to carry information in teaching English.

C. The Problem

1. Identification of The Problem

Based on the background of the problem above, there are some problems found in teaching of speaking at grade eight of Tarbiyah Private Islamic Junior High School Ranah Kampar.

1. Some students have notions that speaking English is hard.
2. Some students have less of motivation in speaking English during teaching learning English.
3. Some other students do not give their support to others in developing speaking English to be perfect.
4. Students do not have strategies to improve their speaking ability.
5. Teacher implemented old teaching strategy.

2. Limitation of The Pro.

Based on identification of the problems above, it is clear that there are many problems in this research. However, considering of the writer in terms of knowledge, time and influence, it was necessary for the researcher to limit the problems. In this research, the researcher focused on students' low motivation in speaking and the teacher's strategy in teaching speaking by using English video in order to improve students' motivation to speak English at grade eight Tarbiyah Private Islamic Junior High School Ranah Kampar.

3. Formulation of The Problem

Based on the limitation above, the researcher formulates the following research questions: "To what extent can the use of English video improve students' motivation in speaking at grade VIII MTs TI Ranah, Air Tiris?"

D. The Objective and the Significance of Research

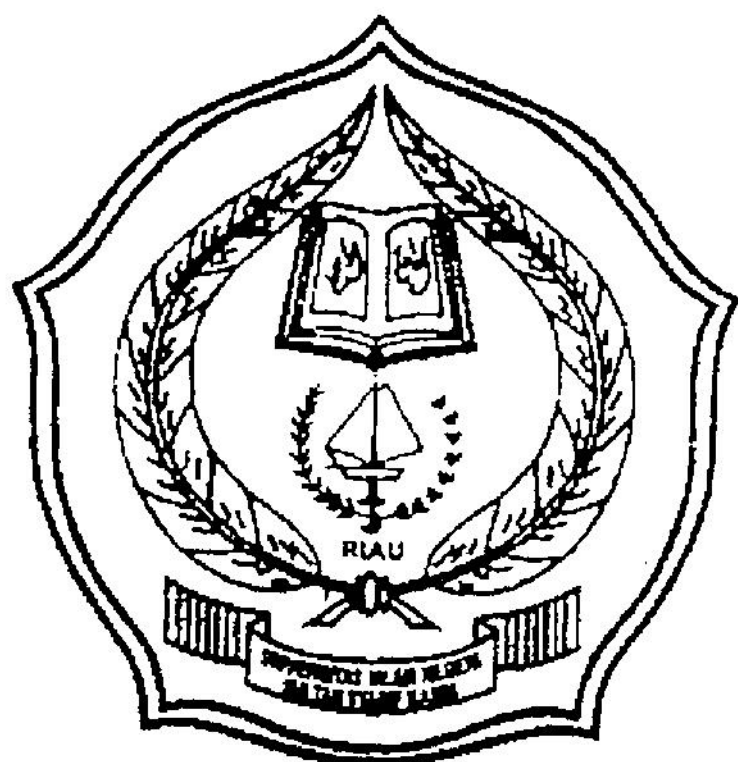
1. The Objective of Research

Based on the formulation above, the objective of this classroom action research is to improve students' motivation in speaking by using English video as media of teaching.

2. Significance of The research

- a. To enlarge or expand the writer's knowledge about the improvement of students' motivation in speaking

- b. To give information about the improvement of students' motivation in speaking by using English Video at grade eight MTs TI Ranah Kampar.



CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Theoretical Framework

1. Motivation

There are many related literatures about motivation. According to Brown (2001:72), “motivation is the extent to which you make choices about (a) goals to pursue and (b) the effort you will devote to that pursuit”.

Brown (2000:17) states that there are two important terms that will helpful to understand ourselves and to become more successful in the future: internal motivation and external motivation. Brown then explains, internal is self-motivation, and external is motivation from others.

Here are some examples of internal and external motivation from Brown (2000:19):

a. Internal motivation

- You decide to clean up your room because you want it to be neat.
- You do your homework assignment because you are interested in the topic.
- You finish your company project because you can learn from it.
- You do not smoke cigarettes because they are unhealthy for you.
- You buy a new car because you really need one and can pay for it.
- You take English so that you can understand people in many countries.

b. External motivation

- You clean your room because your parents tell you to do it.
- You do your homework because your teacher tells you to do it.
- You finish a project on time to please your boss.
- You smoke cigarettes because many people around you smoke.

- You buy a new car because a TV ad tells you; you must have a new car.
- You take English to pass entrance exam.

Brown develops a questionnaire to analyze motivation, which is high self-motivation or low self-motivation and high motivation from others or low motivation from others. The following are the Brown's indicators of internal motivation in learning English (2000:18):

1. I want to learn English well so that I can talk with native speakers of English.
2. I have set my own goals for learning English and want to be successful in reaching those goals.
3. English will help me to get a good job someday.
4. English will help me to be successful in my studies.
5. I hope to meet (or have already met) a special friend who speak English.

Then the indicators of external motivation are as follows:

1. I am studying English because it is required in my school or university.
2. I need to pass an English proficiency test (like the TOEFL or an entrance exam).
3. My parents want me to learn English, so I'm here to please them.
4. I am studying English because I want to please my teacher and get good grades.
5. I am studying English because most of my friends are good in English.

Citravelu et al (1995:10-11) state that a teacher plays many roles in a classroom, one of them is to motivate students by setting a variety of suitable and interesting task that provide opportunities to use the language learnt. McClland (in Yenita, 2002:13) states that the criteria of students who have higher motivation can be seen as follows:

- a. Students prefer to work on moderately challenging tasks which promise success, they do not like to work on very easy tasks.

- b. Students are responsible for their own action in learning teaching process.
- c. Students like in which their performance can be compared with that of others, and they like feedback on " how they are doing " the tasks.
- d. Students have knowledge of the result of their decision.
- e. Students anticipate future events.
- f. Students have organizational skill in study before

Then, Yenita (2002:22) identifies some indicators of students' motivation to speak English as follows:

- a. Students always do their homework although it is a very difficult task.
- b. Students always practice their English conversation.
- c. Students always review their speaking course.
- d. Students have self-confidence in English conversation.
- e. Students always do program planning in previous course.
- f. Students never missed the class.
- g. Students always ask teacher when they do not understand.
- h. Students give more attention to the course during process of teaching and learning.

2. Audiovisual Media (Video)

According to Hamalik (in Asnawir, 2002:101), video is an electronic motion picture with conjoined and attended sound; both picture and sound reach the eye and ear in simultaneously from a remote broadcast point. Video and television shows are examples of audiovisual presentations. The term audio-visual (AV) may refer to works with both a sound and a visual component, the production or use of such works, or the equipment involved in presenting such works.

According to Direktorat Jendral Pembinaan Kelembagaan Agama Islam (1984/1985), audiovisual instruction is teaching or instruction of which the use of audio and / or audio visual aids is an integral of supplementary part.

Basyrudin (2002:96) says that video is a part of audiovisual. Video here means that an item of audio visual for instruction, explanation and counseling.

According to DEPAG (1981/176), Video is serial picture that combined and projected in the screen thorough projector screen mechanically so the pictures become life.

Arsyad (1996:48) defines video as serial pictures in the frame which frame by frame is projected through projector screen mechanically so in the screen the picture is look like life.

In addition, Smaldino et al (2009:6-7) state that media refers to anything that carries information between a source and a receiver. Based on the explanation above, the researcher concludes that video can be used as aids to carry information in teaching English.

a. Application of Video in English teaching

According to Yuyou (2008), there are some ways in using video in teaching English, they are:

1) The choice of the video

There are certain criteria for choosing a video.

- a. The perspective of video itself
- b. While choosing the video, teacher should take the students into consideration

- c. The video as the fundamental purpose of video appreciation is to facilitate English learning, it would much agreeable if the video has something to do with the text.

2) Classroom activities

Yuyou (2008) states that the teacher should be aware of the purpose of these tasks, that is, what skills he wants students to develop by doing the task. While designing, the teacher should take the students' interest, language proficiency. The time and place for the show should also be his consideration. Here, the special attention is paid to some specific classroom activities.

a. Classroom activities before the show

- The teacher determines appropriate video or movie.
- The teacher introduces the movie as brainstorming.

b. Classroom activities during the show

- The teacher explains the difficult word or phrases that appear in the movie.
- The teacher shares questions to the students related to the movie.
- The teacher show the movie.
- The teacher stops the movie in certain scene and asks about what happen in the scene.
- The teacher replays the scene.

c. Classroom activities after the show

- The teacher asks student to answer the questions base on the movie.
- The teacher asks students to retell the story of the movie.

b. Advantages of Using Video

According to Usman (2002:24), there are many advantages of using audiovisual, they are:

1. Audio visual can help students in studying easily and also can help teacher in teaching and learning process.
2. Audio visual can give obvious experience.
3. Audio visual can make students become unbored in studying.
4. All of senses can be had active and the weakness of one of senses can be helped by the other sense.
5. Audio visual can stimulate students' interest in teaching and learning process.
6. Audio visual can come up the world theory obviously.

There are many media that can be used by the teachers to increase students' activity in teaching learning process. Arsyad (2008:29) states that there are many types of media that can be used in teaching learning; printed media, audio-visual media, computerized media, and the combination of the both printed and computerized media.

In this research, the category of media that the writer emphasizes is audio-visual. In this case, the product is called video as teaching media. One of the reasons why the writer intends to use it because Hamalik (in Asnawir, 2002:101) describes that video is an electronic motion picture with conjoined and attended sound; both picture and sound reach the eye and ear in simultaneously from a remote broadcast point.

According to Yuyou (2008), the advantages of using videos in English teaching are:

- 1) Stimulate students' motivation
- 2) Promoting students' listening and speaking skills
- 3) Acquainting students with the culture of English-speaking countries

Based on the ideas above the researcher concludes that English video could be used as teaching media and it's assumed that using English video as teaching media can improve students' motivation.

B. Relevant Research

Yenita (2002) has research entitled "A Correlational Study Between Students' Motivation on Speaking English and Their Speaking Achievement at the Second Semester Students of the English Education Department of IAIN Susqa Pekanbaru. In her research, she found that there was significant correlation between the students' motivation on speaking and their speaking achievement and the factors that students' speaking achievement was not just influenced by intrinsic motivation but also influenced by extrinsic motivation.

such as: teacher's method, materials and curriculum. Risnawati (2006) did a study on students' motivation in learning speaking and their speaking ability. Her research design was correlational research. The result of her study showed that the students' motivation in learning English gave a great contribution in their ability in speaking. She concluded that students' motivation has a correlation with their speaking ability.

Hermayanti (2008) did a classroom action research on improving students' motivation in learning natural science by using audiovisual media at elementary school students. Her study showed that audiovisual media could improve students' motivation to learn natural science.

C. Hypothesis

Based on the review of the related literature above, the researcher proposed the following hypothesis: There is a significant difference of students' motivation improvement in speaking after being taught by using English video as teaching media.

D. Indicators of Success

1. Students' Motivation

The purpose of this research is to improve students' motivation to speak in English after being taught by using audiovisual media. The improvement of students' motivation could be measured from the following indicators:

- a. Highly motivated to practice English conversation.

- b. Have self-confidence in English conversation.
- c. Stay in the class during teaching and learning process.
- d. Always ask the teacher if s/he does not understand.
- e. Always pay attention to the course during the process of teaching and learning.

2. Teacher's Activities

In order to improve the students' motivation to speak English in the class, the researcher summed up the steps of teaching English by using video as follows:

Pre-activity

Greeting students

Checking the attendance list

Whilst-activity

Step 1

- a. Teacher activates students' background knowledge about a movie by a) introduces the movie, b) giving questions about it to the students.
- b. Teacher asks the student about what they got from the movie that they ever watched.

Step 2

- a. Teacher plays the movie and asks the students to watch the movie.
- b. Teacher asks the students to collect the following information:
 - Kind of movie (comedy, roman, action, horror, etc)

- Names of the main characters (male, female, animal)
- Where does the movie take place (inside, outside, on land, at sea, country)
- What is the main idea in the movie?

Step 3

- a. Teacher asks the students to discuss the movie they have watched.
- b. Teacher asks the students to share their opinion about the movie.

Post-activity

Conclude the lesson

Close the lesson

3. Students' Activities

- a. Students always practice their English conversation.
- b. Students have self-confidence in English conversation.
- c. Students stay in the class during teaching and learning process.
- d. Students always ask the teacher when they do not understand.
- e. Students give more attention to the course during the process of teaching and learning.



CHAPTER III

THE RESEARCH METHODOLOGY

A. The Subject and the Object of Research

The subject of this research was students at Class VIII B of MTs TI Ranah, Air Tiris. The reason for taking this class as participants was because the researcher teaches the class and the problem were found also in this class. The object of the research was the implementation of teaching English with video as the teaching media.

Table III.1

The Population of the Grade VIII at MTs TI Ranah, Air Tiris
in Academic Year 2009/2010

No.	Classes	Number of Students		Total
		Male	Female	
1.	VIII A	12	15	27
2.	VIII B	17	11	28
Total				55

(Documented data from MTs TI Ranah, Air Tiris)

Table III.2

The Subject of the Research

No.	Classes	Number of Students		Total
		Male	Female	
1.	VIII B	17	11	28
Total				28

B. The Location of Research

The research was conducted at MTs '11 Ranah, Air Tiris in Kampar regency. It is located on Jalan Mesjid Al-Iman Dusun II Ranah Kecamatan Kampar.

C. Research Design

This research was conducted through a classroom action research. It focused on improving the students' motivation to speak English by using video. Zainil (2008:1) states that classroom action research is a research conducted by teacher as researcher which collaborate with collaborator in order to improve the teaching and learning process of his/her own class. Then, according to Gay and Airisian (2000:261), action research "encourages change in schools, empowers individual through collaboration with one another, encourages teacher reflection, and examines new methods and ideas".

Based on the theories above, it can be concluded that action research is a process of changing and improving teacher teaching and learning in classroom through collaboration with another teacher as collaborator.

D. Technique of Collecting the Data

The kinds of the data in this research are quantitative and qualitative data. The instrumentation is the tools to collect the research data. In classroom action research the researcher is the key instrument because the researcher is

the creator and user of the instrumentation. To collect the data the researcher made and used the following instruments:

1. Observation

Observation was used to collect the data or information about the problems found in teaching and learning process. In filling the observation checklist, the researcher was helped by a collaborator in the classroom. The observation checklists were made based on the indicators of variable 1 and 2, and also based on the lesson plan. The results of observation was used to know the students' motivation improvement and the implementation of using video.

Table III.3
Observation checklist I: Activities of using English Video

Steps	Activities	Yes	No
Step 1	a. Teacher activates students' background knowledge about a movie by introducing the movie and giving questions about it to the students. b. Teacher asks the student about what they got from the movie that they ever watched.		
Step 2	a. Teacher plays the movie and asks the students to watch the movie. b. Teacher asks the students to collect the following information: <ul style="list-style-type: none"> - Kind of movie (comedy, roman, action, horror, etc) - Names of the main characters (male, female, animal) - Where does the movie take place (inside, outside, on land, at sea, country) - What is the main idea in the movie? 		

Step 3	a. Teacher asks the students to discuss the movie they have watched. b. Teacher asks the students to share their opinion about the movie.		
--------	--	--	--

Table III.4

Observation Checklist II: Students Activities during the Lesson

Activities	Yes	No
a. Students always practice their English conversation.		
b. Students have self-confidence in English conversation.		
c. Students stay in the class during teaching and learning process.		
d. Students always ask the teacher when they do not understand.		
e. Students give more attention to the course during the process of teaching and learning.		

2. Field notes/recordings

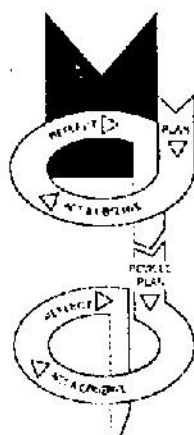
The collaborator noticed all occurrences that happened in the classroom during teaching-learning process of using video in teaching English. The collaborator used field notes to describe everything happened in the classroom.

E. Observation and Reflection

This action research was a cyclical process. Each cycle consisted of several stages. Khosy (2005:3) explains that action research involves a spiral

of self-reflective spirals of plan, action, observation, and reflection. Kemmis and McTaggart develop a model known as the action research spiral.

Figure III. 1. The action research spiral



(Kemmis and McTaggart in Koshy, 2005:4)

From the model above, the researcher was conducted the research in each cycles as follows:

Cycle I

1. **Plan**; the researcher designed some activities to perform English video as teaching media.

1) Pre-activity

- Greeting students
- Checking the attendance list

2) Whilst-activity

Step 1

- a. Teacher activates students' background knowledge about a movie by introducing the movie and then giving questions about it to the students.
- b. Teacher asks the student about what they got from the movie that they ever watched.

Step 2

- a. Teacher plays the movie and asks the students to watch the movie.
- b. Teacher asks the students to collect the following information:
 - o Kind of movie (comedy, roman, action, horror, etc)
 - o Names of the main characters (male, female, animal)
 - o Where does the movie take place (inside, outside, on land, at sea, country)
 - o What is the main idea in the movie?

Step 3

- a. Teacher asks the students to discuss the movie they have watched.
- b. Teacher asks the students to share their opinion about the movie.

3) Post-activity

Conclude the lesson

Close the lesson

After designing the lesson plan, the researcher prepared instruments for observation of teacher's activities and students' activities during the teaching and learning process.

2. **Action;** the researcher identifies the steps of teaching by using English video as follows:

- Step 1
 - a. Teacher activates students' background knowledge about a movie by introducing the movie and giving questions about it to the students.
 - b. Teacher asks the student about what they got from the movie that they ever watched.

- Step 2
 - a. Teacher plays the movie and asks the students to watch the movie.

b. Teacher asks the students to collect the following information:

- Kind of movie (comedy, roman, action, horror, etc)
- Names of the main characters (male, female, animal)
- Where does the movie take place (inside, outside, on land, at sea, country)
- What is the main idea in the movie?

Step 3 a. Teacher asks the students to discuss the movie they have watched.

b. Teacher asks the students to share their opinion about the movie.

3. **Observation**; the researcher helped by his collaborator to observe the students' activities and teacher's activities during the process of teaching and learning.

4. **Reflection**; the researcher evaluated or interpreted the data collected made a decision for revising plan for the next cycle.

Cycle 2

In the second cycle, the activities were similar to those in cycle 1. The researcher revised an activity in the whilst-activity, exactly in step 1 point b. "Teacher asks the student about what they got from the movie that they ever watched". The researcher revised it because the data from field notes that written by collaborator showed that the teacher spent a lot of time to ask the student about what they got from the movie that they ever watched. As the result, the improvement of students' motivation was not satisfied the researcher yet because the result was categorized as enough. The researcher

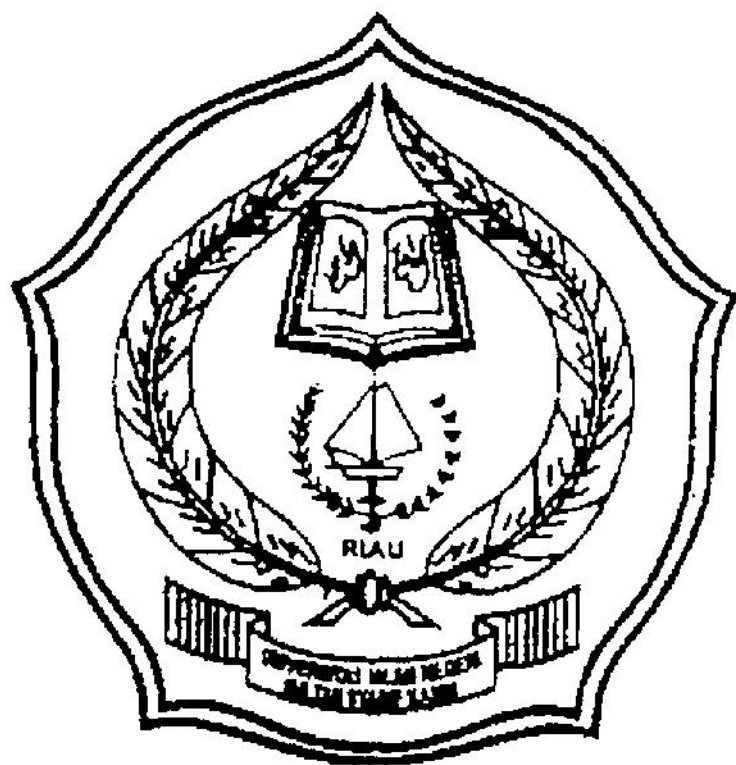
had expectation that the students' motivation categorized as good. To reach the expectation, the researcher continued to the next cycle.

Cycle 3

In the third cycle, the activities were similar to those in the first and second cycles. By using the analysis result of the third cycle, the researcher could compared the improvement of students' motivation in the first, second, and third cycle. In conclusion, the result from cycle 1, cycle 2 and cycle 3 showed that there was improvement on students' motivation to speak English from before to after implementing the use of English video as teaching media in the teaching and learning process. The researcher ended this research at this cycle.

F. Technique of the Data Analysis

The technique of analyzing the data for this research was quantitative and qualitative forms. Qualitative data means that data is presented in the form of verbal or non-numerical. In this research, the qualitative data was collected through observation checklist, field notes, and interviews. According to Gay (2000:229), there are five steps for analyzing qualitative research data. The steps are data managing, reading/memoing, describing the context and participants, classifying, and interpreting. Meanwhile, the quantitative data was analyzed by explaining the percentage of the improvement of students' motivation in speaking. The results were presented in tables and graphs.



CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Description of the Research Setting

As mentioned before, this research was held at MTs TI Ranah. It is located on Jalan Mesjid Al-Iman Dusun II Ranah Kecamatan Kampar. This school was built in 1988. The school is held under the auspices of Abdurrahman educational foundation. This school implements school based curriculum (KTSP). The following was the data of the students' condition of this school:

Table IV.1 The Students' Condition

No	Grade	Number of Classes	Students		Total
			Male	Female	
1	VII	1	20	14	34
2	VIII	2	29	26	55
3	IX	2	17	34	51
Total		5	66	74	140

(Source: Monthly Report of MTS TI Ranah, July 2009)

From the table above, it can be seen that there were five classes in MTS TI Ranah, where one class for grade VII and two classes for each grade VIII and IX. The total number of students in this school was 140 students.

The monthly report of MTS TI Ranah on July 2009 also shows that there were twenty-five teachers and one officer worked in this school. The following is the description of teachers who worked at MTS TI Ranah in academic year 2009/2010.

Table IV.2 The Teachers' Description at MTS TI Ranah

No	Name and NIP	M / F	Religion	Position	Gol	Teaching hours	The latest Education
1	Drs. H E L M I NIP. 150 280 560	M	Islam	Headmaster (English teacher)	IV/ a	4	S1 IAIN
2	Masniati, BA NIP.150 253 273	F	Islam	Vice Headmaster (Math teacher)	III/b	16	D3 IAIN
3	Drs. Rahmat NIP.150 304 047	M	Islam	Teacher (Civic Education)	III/c	16	S1 IAIN
4	Rohani, A. Ma NIP.150 184 815	F	Islam	Teacher (Arts&Culture)	III/d	12	D2 IAIN
5	Erni Sasmita, S. Pd.I NIP.150 303 542	F	Islam	Teacher (Bahasa Indonesia)	III/d	16	S1 IAIN
6	Drs. Abu Mansur	M	Islam	Teacher (Civic Education)	-	8	S1 IAIN
7	Bustami, S. Pd	M	Islam	Teacher (Bahasa Indonesia)	-	12	S1 UIR
8	Masri. S.Ag	M	Islam	Teacher (Aqidah)	-	12	S1 IAIN
9	Dessy Ria Sandy	F	Islam	Teacher (Physics)	-	12	S1 UNRI
10	Hidayatunnur	M	Islam	Teacher (Bahasa Indonesia)	-	12	S1 UNRI
11	Martono Z.	M	Islam	Teacher (English)	-	12	MA
12	Erda Wati, S.Pd	F	Islam	Teacher (Science study)	-	8	S1 STKIP
13	Rista Heriyanti, S.Pd.I	F	Islam	Teacher (English)	-	8	S1 UIN
14	Nurfadillah.S.Pd	F	Islam	Teacher (Math)	-	8	S1 UNRI
15	Zulkhairis,S.III	M	Islam	Teacher (Fiqh Study)	-	12	S1 IAIN
16	Zubaidah,S.Ag	F	Islam	Teacher (Arabic)	-	10	S1 IAIN
17	Dasmir	M	Islam	Teacher (Sports)	-	12	SGO
18	Ade Irma S. AMa.Pd	F	Islam	Teacher (Q.Hadist)	-	12	D II UIN
19	M. Nur Ali	M	Islam	Teacher (English)	-	16	SMA
20	Yuli Astra Mumi.SE	F	Islam	Teacher (Economic)	-	16	S1
21	Seven Unri	M	Islam	Teacher (TIK)	-	12	SMA
22	M. Jihadul Ihsan	M	Islam	Teacher (Arts&Cult.)	-	12	SMA
23	Fitri Yanti, SE	F	Islam	Teacher (Social Study)	-	8	S1
24	Nuryansidar,S.Pd	F	Islam	Teacher (Math)	-	8	S1
25	M. Yanis	M	Islam	Teacher (Counseling)	-	-	SMA

B. Findings

This research was conducted into three cycles. Each cycle had four stages; they were plan, action, observation and reflection. One cycle consisted of one or two meetings. As mentioned before, this research was conducted to the class VIII B of MTs TI Ranah, Air Tiris in which for one meeting took 2 x 40 minutes.

1. The First Cycle

The first cycle was done on August 27, 2009. The time for the meeting was eighty minutes. The procedures of classroom action research in the first cycle were set up as follow:

a. Plan

In this stage, the researcher planned and designed activities that using English video would be used to improve students' motivation to speak English during the lesson. The researcher made lesson plan, observation checklist for teacher activities during the lesson, observation checklist for students activities during the lesson, field notes paper, and interview. A collaborator collected the data that gathered through observation checklists and field notes (see appendix 2, 4, and 5). The collaborator was one of the English teachers at MTs TI Ranah, Air Tiris. The collaborator has already known about the classroom action research methodology. The lesson plan was designed for two meetings (see appendix 1).

b. Action

The implementation of the action research in cycle 1 was done in one meeting. In this stage, the researcher, as the teacher, implemented three phases technique which consisted of pre-activities, whilst-activities, and post activities. The activities for this stage were stated in lesson plan as follow:

1) Pre-activity

Greeting students

Checking the attendance list

2) Whilst-activity

Step 1

- a. Teacher activates students' background knowledge about a movie by
 - a) introduces the movie, b) giving questions about it to the students.
- b. Teacher asks the student about what they got from the movie that they ever watched.

Step 2

- a. Teacher plays the movie and asks the students to watch the movie.
- b. Teacher asks the students to collect the following information:
 - Kind of movie (comedy, roman, action, horror, etc)
 - Names of the main characters (male, female, animal)
 - Where does the movie take place (inside, outside, on land, at sea, country)
 - What is the main idea in the movie?

Step 3

a) Teacher asks the students to discuss the movie they have watched.

b) Teacher asks the students to share their opinion about the movie.

3) Post-activity

Conclude the lesson

Close the lesson

In the pre-activities, the teacher began the lesson by greeting, checking students' attendance lists, and reviewing. After stimulated students' prior knowledge, the teacher introduced the topic to the students by showing them a movie to be watched for that lesson. In the whilst-activities, the researcher did not complete the step 3 point b. "Teacher asks the students to share their opinion about the movie". Then, in the post activities, the researcher did not conclude the lesson because the bell rang or the time was over.

c. Observation

The observation was held during the process of teaching and learning activities. To obtain the data through observation, the researcher was helped by a collaborator who one of the English teachers at MTs TI Ranah, Air Tiris. The collaborator observed the classroom activities through two kinds of observation checklists. One observation checklist was for observing the teacher's activities, and another one was for observing the students' activities.

Here are the results of the observation checklist:

Table IV.3

Observation checklist I: The Teacher Activities in Cycle 1

No	Item of observation	Yes	No
1	Pre-activity Greeting students Checking the attendance list	✓ ✓	
2	Whilst-activity Step 1 a. Teacher activates students' background knowledge about a movie by a) introduces the movie, b) giving questions about it to the students. b. Teacher asks the students about what they got from the movie that they ever watched. Step 2 a. Teacher plays the movie and asks the students to watch the movie. b. Teacher asks the students to collect the following information: - Kind of movie (comedy, roman, action, horror, etc) - Names of the main characters (male, female, animal) - Where does the movie take place (inside, outside, on land, at sea, country) - What is the main idea in the movie? Step 3 a. Teacher asks the students to discuss the movie they have watched.	✓ ✓ ✓ ✓ ✓	

3	b. Teacher asks the students to share their opinion about the movie.		✓
	Post-activity		
	Conclude the lesson		✓
	Close the lesson	✓	

From the observation checklist above, it could be seen that the teacher did not do all the procedures of teaching by using English video. It happened because the time was not enough to do the activities. The activities that could not be done by the teacher were “asking the students to share their opinion about the movie and concluding the lesson and conclude the lesson”.

The effect of implementation of using English video toward students' motivation to speak could be seen from the result of students' observation checklist. The result of observation on students' motivation during the lesson could be seen in the table below.

Table IV.4

Observation checklist II: Students Activities during Cycle I

Item of observation	Result
a. Students always practice their English conversation.	35.71%
b. Students have self-confidence in English conversation.	28.57%
c. Students stay in the class during teaching and learning process.	96.43 %
d. Students always ask the teacher when they do not understand.	57.14 %
e. Students give more attention to the course during the process of teaching and learning.	53.57%

From the observation result that can be seen above, there were two indicators categorized as poor: students always practice their English conversation and students have self-confidence in English conversation. Only one indicator categorized as good, students stay in the class during teaching and learning process.

The rest indicators, students always ask the teacher when they do not understand and students give more attention to the course during the process of teaching and learning, were categorized as enough.

d. Reflection

In this first cycle, the researcher did not satisfied. It was because the teacher did not do all the procedure based on the lesson plan and could not analyze the result completely. Therefore, the researcher concluded that in the second cycle the plan should be revised in order to save the time.

In the whilst-activity, exactly in step 1 point b. 'Teacher asks the student about what they got from the movie that they ever watched' it should be omitted for the second cycle in order to save the time. The researcher took this way because the data from field notes that written by collaborator showed that the teacher spent a lot of time to ask the student about what they got from the movie that they ever watched. Besides, there were four indicators should be improved. To know the improvement of students' motivation in speaking English, the researcher compared the result of observation checklist on indicators of the students' motivation before implemented the used of English

video (see appendix 3) with the result of the first cycle. The increasing of students' motivation to speak in English can be seen from the table below:

Table IV.5

The Improvement of Students' Motivation in Speaking Based on the Observation

Item of observation	Before Using Video	Cycle I
a. Students always practice their English conversation.	35.71%	35.71%
b. Students have self-confidence in English conversation.	25%	28.57%
c. Students stay in the class during teaching and learning process.	89.29 %	96.43 %
d. Students always ask the teacher when they do not understand.	53.57 %	57.14 %
e. Students give more attention to the course during the process of teaching and learning.	42.86%	53.57%
Mean	49.29%	54.28%

The table indicates that the implementation of using video could be improving students' motivation to speak English, but the improvement of students' motivation was not satisfied the researcher yet because the result was categorized as enough. The researcher had expectation that the students' motivation categorized as good. To reach the expectation, the researcher continued to the next cycle.

2. The Second Cycle

In the second cycle, the activities were not similar to those in cycle I, there was an activity removed because of the researcher's intention to save the time. As mentioned before the omitted activity was in the whilst-activity, exactly in step 1 point b. "Teacher asks the student about what they got from the movie that they ever watched". The second cycle was done on September 3, 2009. The time for the meeting was eighty minutes. The procedures of classroom action research in the first cycle were set up as follow:

a. Plan

In this stage, the researcher replanned and redesigned activities that using English video would be used to improve students' motivation to speak English during the lesson from the plan in the previous cycle (the first cycle). The researcher made lesson plan, observation checklist for teacher activities during the lesson, observation checklist for students activities during the lesson, and field notes paper. The lesson plan was designed for one meeting (see appendix 6). The collaborator collected the data that gathered through observation checklists and field notes (see appendix 7, 8, and 9).

b. Action

The implementation of the action research in the second cycle was done in one meeting. In this stage, the researcher as the teacher implemented three phases technique which consisted of pre-activities, whilst-activities, and post activities. The activities were revised based on the reflection from the first cycle. The activities for this stage were stated in lesson plan as follow:

1) Pre-activity

Greeting students

Checking the attendance list

2) Whilst-activity

Step 1

Teacher activates students' background knowledge about a movie by a) introduces the movie, b) giving questions about it to the students.

Step 2

- a. Teacher plays the movie and asks the students to watch the movie.
- b. Teacher asks the students to collect the following information:
 - Kind of movie (comedy, roman, action, horror, etc)
 - Names of the main characters (male, female, animal)
 - Where does the movie take place (inside, outside, on land, at sea, country)
 - What is the main idea in the movie?

Step 3

- a) Teacher asks the students to discuss the movie they have watched.
- b) Teacher asks the students to share their opinion about the movie.

3) Post-activity

Conclude the lesson

Close the lesson

By revising the lesson plan's activity, the researcher could manage the time and the researcher done all the procedures.

c. Observation

The observation was held during the process of teaching and learning activities. To obtain the data through observation, the researcher was helped by a collaborator who one of the English teachers at MTs TI Ranah, Air Tiris. The collaborator observed the classroom activities through two kinds of observation checklists. One observation checklist was for observing the teacher's activities and another one was for observing the students' activities.

Here are the results of the observation checklist:

Table IV.6

The Teacher Activities in Cycle 2

No	Item of observation	Yes	No
1	Pre-activity		
	Greeting students	✓	
	Checking the attendance list	✓	
2	Whilst-activity		
	Step 1		
	Teacher activates students' background knowledge about a movie by a) introduces the movie, b) giving questions about it to the students.	✓	
	Step 2		
	a. Teacher plays the movie and asks the students to watch the movie.	✓	
	b. Teacher asks the students to collect the following information:	✓	
	- Kind of movie (comedy, roman, action, horror, etc)		

	<ul style="list-style-type: none"> - Names of the main characters (male, female, animal) - Where does the movie take place (inside, outside, on land, at sea, country) - What is the main idea in the movie? 		
	Step 3		
	a. Teacher asks the students to discuss the movie they have watched.	✓	
	b. Teacher asks the students to share their opinion about the movie.	✓	
3	Post-activity.		
	Conclude the lesson	✓	
	Close the lesson	✓	

From the observation checklist above, it could be seen that the teacher did all the procedures of teaching by using English video. The effect of implementation of using video toward students' motivation to speak English could be seen from the result of students' observation checklist. The result of observation on students' motivation during the lesson could be seen in the table below.

Table IV.7

Observation checklist II: Students Activities during Cycle 2

Item of observation	Result
a. Students always practice their English conversation.	57.14%
b. Students have self-confidence in English conversation.	28.57%
c. Students stay in the class during teaching and learning process.	100%

d. Students always ask the teacher when they do not understand.	64.29%
c. Students give more attention to the course during the process of teaching and learning.	75%

From the observation result that can be seen above, there were two indicators categorized as good, the indicators were students always asked the teacher when they do not understand and students gave more attention to the course during the process of teaching and learning. Only one indicator was categorized as very good, all of the students stayed in the class during teaching and learning process.

However, there was one indicator still not showed the improvement yet, only few students had self-confidence in English conversation. Besides, another indicator showed improvement eventhough just categorized as enough, that was 16 (57.14%) "students practice their English in discussion".

d. Reflection

Based on the observation on students' improvement in the second cycle, it could be seen that the percentage of improvement on students' motivation to speak English was higher than percentage of improvement on students' motivation to speak English in cycle I. After conducting the second cycle, the researcher compared the improvement of students' motivation in the first cycle, the second cycle and before using video. The increasing of students' motivation to speak in English can be seen from the table below:

Table IV.8

The Improvement of Students' Motivation in Speaking Based on the Observation

Item of observation	Before Using video	Cycle 1	Cycle 2
a. Students always practice their English conversation.	35.71%	35.71%	57.14%
b. Students have self-confidence in English conversation.	25%	28.57%	28.57%
c. Students stay in the class during teaching and learning process.	89.29 %	96.43 %	100%
d. Students always ask the teacher when they do not understand.	53.57 %	57.14 %	64.29%
e. Students give more attention to the course during the process of teaching and learning.	42.86%	53.57%	75%
Mean	49.29%	54.28%	65%

The table above indicates that the implementation of using video could be improving students' motivation to speak English, but the improvement of students' motivation was satisfied the researcher because the result was categorized as good (65%). The researcher had expectation that the students' motivation categorized as good and in the second cycle the researcher had reached the expectation.

Although the students' motivation in speaking English was improved, but there was one indicator's result categorized as poor. Only few students (28.57%) had self-confidence to speak English. Therefore, the researcher tried to solve that problem by focusing on improving students' self-confidence to

speak English in the next cycle. In conclusion, the researcher continued the cycle to the cycle 3.

3. The Third Cycle

In the third cycle, the activities were not similar to those in cycle 1, but it is similar to cycle 2. The third cycle was done on September 8, 2009. The time for the meeting was eighty minutes. The procedures of classroom action research in the first cycle were set up as follow:

a. Plan

In this stage, the researcher replanned and redesigned activities that using video would be used to improve students' motivation to speak English during the lesson from the plan in the previous cycle (the first cycle). The researcher made a new lesson plan with different topic from lesson plan in cycle 2, observation checklist for teacher activities during the lesson, observation checklist for students activities during the lesson, and field notes paper. The lesson plan was designed for one meeting (see appendix 10). The collaborator collected the data that gathered through observation checklists and field notes (see appendix 11, 12 and 13).

b. Action

The implementation of the action research in the second cycle was done in one meeting. In this stage, the researcher as the teacher implemented three phases technique which consist of pre-activities, whilst-activities, and post

activities. The activities were revised based on the reflection from the first cycle. The activities for this stage were stated in lesson plan as follow:

1) Pre-activity

Greeting students

Checking the attendance list

2) Whilst-activity

Step 1

Teacher activates students' background knowledge about a movie by a) introduces the movie, b) giving questions about it to the students.

Step 2

- a. Teacher plays the movie and asks the students to watch the movie.
- b. Teacher asks the students to collect the following information:
 - Kind of movie (comedy, roman, action, horror, etc)
 - Names of the main characters (male, female, animal)
 - Where does the movie take place (inside, outside, on land, at sea, country)
 - What is the main idea in the movie?

Step 3

- a) Teacher asks the students to discuss the movie they have watched.
- b) Teacher asks the students to share their opinion about the movie.

3) Post-activity

Conclude the lesson

Close the lesson

By revising the lesson plan's activity, the researcher could manage the time. The researcher had done all the procedures.

c. Observation .

The observation was held during the process of teaching and learning activities. To obtain the data through observation, the researcher was helped by a collaborator who one of the English teachers at MTs TI Ranah, Air Tiris. The collaborator observed the classroom activities through two kinds of observation checklists. One observation checklist was for observing the teacher's activities and another one was for observing the students' activities.

Here are the results of the observation checklist 1:

Table IV.9

No	Item of observation	Yes	No
1	Pre-activity		
	Greeting students	✓	
	Checking the attendance list	✓	
2	Whilst-activity		
	Step 1		
	a. Teacher activates students' background knowledge about a movie by a) introduces the movie, b) giving questions about it to the students.	✓	
	Step 2		
	a. Teacher plays the movie and asks the students to watch the movie.	✓	
	b. Teacher asks the students to collect the following	✓	

	information:		
	- Kind of movie (comedy, roman, action, horror, etc)		
	- Names of the main characters (male, female, animal)		
	- Where does the movie take place (inside, outside, on land, at sea, country)		
	- What is the main idea in the movie?		
3	Step 3		
	a. Teacher asks the students to discuss the movie they have watched.	✓	
	b. Teacher asks the students to share their opinion about the movie.	✓	
	Post-activity		
	Conclude the lesson	✓	
	Close the lesson	✓	

From the observation checklist above, it could be seen that the teacher did all the procedures of teaching by using video. The effect of implementation of using video toward students' motivation to speak could be seen from the result of students' observation checklist. The result of observation on students' motivation during the lesson could be seen in the table below.

Table IV.10

Observation checklist II: Students Activities during the Lesson

Item of observation	Result
a. Students always practice their English conversation.	60.71%
b. Students have self-confidence in English conversation.	35.71%
c. Students stay in the class during teaching and learning	96.43%

process.	
d. Students always ask the teacher when they do not understand.	71.43%
e. Students give more attention to the course during the process of teaching and learning.	82.14%

From the result of observation that can be seen above, the indicator that was focused in this cycle, students have self-confidence in English conversation, still categorized as poor but it had a little improvement, from 28.57% in the second cycle being 35.71% in the third cycle.

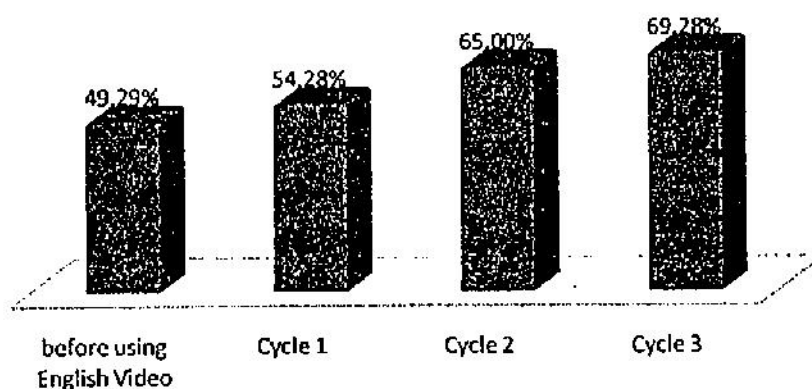
Table IV.11

The Improvement of Students' Motivation in Speaking Based on the Observation

Item of observation	Before Using Video	Cycle 1	Cycle 2	Cycle 3
a. Students always practice their English conversation.	35.71%	35.71%	57.14%	60.71%
b. Students have self-confidence in English conversation.	25%	28.57%	28.57%	35.71%
c. Students stay in the class during teaching and learning process.	89.29 %	96.43 %	100%	96.43%
d. Students always ask the teacher when they do not understand.	53.57 %	57.14 %	64.29%	71.43%
e. Students give more attention to the course during the process of teaching and learning.	42.86%	53.57%	75%	82.14%
Mean	49.29%	54.28%	65%	69.28%

d. Reflection

Based on the observation on students' improvement in the third cycle, it could be seen that the percentage of indicators was improved. By using the analysis result of this cycle, the third cycle, the researcher could compared the improvement of students' motivation in the first, second, and third cycle. In conclusion, the result from cycle 1, cycle 2 and cycle 3 showed that there was improvement on students' motivation to speak English from before to after implementing the use of video in the teaching and learning process. The comparison between the result of cycle 1, cycle 2 and cycle 3 could be seen from the following graph.



The graph indicates that there were improvements on students' motivation to speak English when the teacher implemented the use of video. It means, using video can improve the students' motivation. To conclude, the researcher stop the research after cycle 3, no cycle more needed. It was caused by the research question already answered and also the limitation of time allocation for the materials.

C. Discussions

Based on the observation in the three cycles that were held by four meetings, the researcher would like to answer the research question: To what extent can the use of English video improve students' low motivation in speaking at grade VIII MTs TI Ranah, Air Tiris?

The researcher found that the implementation of video in the process of teaching and learning could improve students' motivation to speak in English. The findings can be identified from the observations results that showed the increasing number of students who speak in English during cycle one, cycle two and cycle three. The progression of students' motivation in every cycle could be seen from the table below.

Table IV.12
The Improvement of Students' Motivation in Speaking
from the First Cycle to the Third Cycle

Item of observation	Cycle 1	Cycle 2	Cycle 3
a. Students always practice their English conversation.	35.71%	57.14%	60.71%
b. Students have self-confidence in English conversation.	28.57%	28.57%	35.71%
c. Students stay in the class during teaching and learning process.	96.43 %	100%	96.43%
d. Students always ask the teacher when they do not understand.	57.14 %	64.29%	71.43%
e. Students give more attention to the course during the process of teaching and learning.	53.57%	75%	82.14%
Mean	54.28%	65.00%	69.28%

The collaborator's field notes also supported the findings from the observation checklist instrument. He noted that when the teacher used the English video by asking the students to watch the movies, only few of the students took permission to go to outside class. Many students were involved to study. Many students paid attention until the class end. Most of the students give questions to the teacher related to the movie, they asked in English because the teacher will not answer their questions if they asked in their first language. They were motivated to speak English because they were not afraid in making mistake as well as their teacher correcting their spoken language by repeating their speech act, then replacing the error with the correct structure. For example:

Student A : Then the Ali go to the hospital

Teacher : Really? Ali went to the hospital?

Student A : Oh, Yes. He went to the hospital.

It means that using English video also provides encouragement for speaking. Even a bit of motivation, because if the students are not watching the movie, they do not have anything to talk about. In conclusion, the implementation of using English video in teaching English gives positive effect toward the improvement of students' motivation.



CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

From the findings and reflections of each cycle, the researchers can conclude that the use of English video has been successful to improve students' motivation to speak English at grade VIII B of MTs TI Ranah, Air Tiris. Using English video was effective technique to improve the students' motivation to speak English in the teaching and learning process. The students were motivated to be involved in the classroom activities.

There are some factors which can influence the use of English video as teaching media in improving students' motivation to speak English. The factors are as follows:

1. Teacher's creativity in choosing and designing various activities in using video for each meeting, so that the students were not bored.
2. Teacher's classroom management.
3. Teacher's technique in correcting the students' spoken language by repeating a student's speech act, replacing the error with the correct structure or asking students a question about what they said.

B. Suggestions

Finally, the researcher has some suggestions related to the data that have been found in this research. Here are some suggestions to describe as follows:

1. In teaching English, it is better for the teacher to use English video as teaching media to help the students and stimulate their motivation in speaking.
2. In using English videos, the teachers are suggested to be more creative to avoid students' boredom in studying. Moreover, in choosing the movie, the teacher must be aware of students' interest and the topic of the lesson.
3. It is suggested to other teachers or researchers to investigate the use of video as teaching media in other fields such as in vocabulary, listening, writing, integrated skills, etc.

BIBLIOGRAPHY

- Arikunto, Suharsimi. 2006. *Prosedur Penelitian: Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta.
- Arsyad, Azhar. 2005. *Media Pengajaran*. Jakarta : Raja Grafindo Persada.
- Basyrudin. 2002. *Media Pengajaran*. Bandung : Alfabeta.
- Brown, H. Douglass. 2001. *Teaching by principles* (2nd ed.). Englewood Cliffs, NJ: Prentice Hall Regents.
- Brown, H. Douglass. 2002. *Strategies for Success: a practical guide to learning English*. NY, Addison Longman, Inc.
- Bukhori. 2008. "The Contribution of Understanding Context Clues and Punctuations toward Reading Skills at English education department of UIN Sultan Syarif Kasim Riau". Unpublished Thesis. Padang: State University of Padang.
- Depdiknas. 2006. *Kurikulum 2006: Kurikulum Tingkat Satuan Pendidikan*. Jakarta: Pusat Kurikulum.
- Dimiyati & Mudjono. 2006. *Belajar dan Pembelajaran*. Jakarta : Asdi Mahasatya.
- Fathurrohman Pupuh & Sutikno Subry. 2007. *Strategi Mewujudkan Pembelajaran Bermakna melalui Pemahaman Konsep Umum & Konsep Islam*. Bandung: Refika Aditama.
- Gay, L.R., & Peter Airasian. 2000. *Educational Research: Competencies for Analysis and Application*. (6th ed.). Upper Saddle River, New Jersey: Merrill Publishing Company.
- Irfayni. 2004. "The Effect of Psychological Problems Toward Speaking Achievement at the First Year Students of English Education Department of UIN Suska Riau". Unpublished Undergraduate Thesis. Pekanbaru: UIN Suska Riau.

- Khosy, Valsa. 2005. *Action Research for Improving Practice*. Great Britain: Cromwell Press.
- Manser, M. H. 1995. *Oxford learner's Pocket Dictionary*. Hong Kong: Oxford University Press.
- Muhibbin Syah. 1999. *Psikologi Belajar*. Jakarta: Wacana Ilmu.
- O'Malley, J. Michael & Pierce, Lorraine Valdez. 1996. *Authentic Assessment for English Language Learners: Practical Approaches for Teachers*. Addison-Wesley Publishing Company.
- Riduwan. 2009. *Dasar-dasar Statistika*. Cetakan Ketujuh. Bandung: Alfabeta.
- Risnawati. 2006. "Relationship between Students' Motivation in Learning Speaking and Their Speaking Ability". Unpublished Undergraduate Thesis. Pekanbaru: UIN SUSKA Riau.
- Sabri, Ahmad. 2007. *Strategi Belajar Mengajar & Micro Teaching*. Ciputat: Ciputat Press.
- Sardiman, AM. 1990. *Interaksi dan Motivasi Belajar Mengajar*. Jakarta: Raja Grafindo Persada.
- Smaldino, Sharon et al. 2000. *Instructional Technology and Media For learning*. USA: AECT publication.
- Solahudin. 2008. *Kiat-Kiat Berbicara dalam Bahasa Inggris*. Jakarta: Raja Grafindo.
- Sudijono, Anas. 2009. *Pengantar Statistik Pendidikan*. Jakarta: Raja Grafindo.
- Uno, Hamzah B. 2006. *Teori Motivasi dan Pengukurannya*. Gorontalo: Bumi Aksara.
- Widiati, Utami et al. 2008. *Contextual Teaching and Learning Bahasa Inggris: Sekolah Menengah Pertama/Madrasah Tsanawiyah Kelas VIII* 4th edition. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.

- Wardiman, Artono et al. 2008. *English in Focus 2 : for Grade VIII Junior High School (SMP/MTs)* First Edition. Jakarta: Pusat Perbukuan, Departemen Pendidikan Nasional.
- Yamin, Martinis. 2007. *Kiat Membelajarkan Siswa*. Jakarta: Gaung Persada Press.
- Yamin, Martinis & Ansari, Bansu I. 2008. *Taktik Mengembang Kemampuan Individual Siswa*. Jakarta : Gaung Persada Press.
- Yasin, Anas. 2010. *Penelitian Tindakan Kelas: Tuntunan Praktis*. Padang: Sukabina Press.
- Yenita. 2002. "A Correlational Study Between Students' Motivation On Spcaking English And Their Speaking Achievement At The Second Semester Students Of The English Education Department Of IAIN Susqa Pekanbaru". Unpublished Undergraduate Thesis. Pckanbaru: IAIN Susqa.
- Yuyou, Zhe Jiang. 2008. Audiovisual in EFL/ESL classroom. The language Teacher ' <http://www.jalt-publications.org/tlt/files/97/may/yuyou.html>, retrieved on January 2009.
- Zainil. 2008. *Actional Functional Model (AFM). Classroom Action Research*. Padang: Sukabina Press.